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RUTGERS - THE STATE UNIVERSITY
School of Education
Department of Social and Philosophical Foundations

FINANCIAL AID FOR GRADUATE ASSISTANCE

A Survey of Institutional Provision
for Graduate Assistance

ED000589

(This survey has been designated as "QR
642" by the American Council on Education)

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RUTGERS • THE STATE UNIVERSITY
INTERDEPARTMENT COMMUNICATION

Department of Social and Philosophical Foundations of Education

September 10th, 1958

Professor Henry Curtis Herge
Dean of the School of Education
Rutgers - The State University

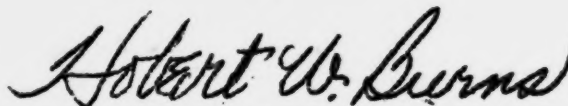
Dear Dean Herge:

I am pleased to inform you that your request for an informal survey of practices governing financial assistance to graduate students in nationally accredited institutions of teacher education has been met.

Let me take this opportunity to note that Mr. Raymond Bacchetti, a graduate assistant in the Department of Social and Philosophical Foundations of Education, compiled the data and made the calculations that constitute the bulk of this report. If the report carried a by-line his name would surely deserve mention.

The report is attached to this letter. I look forward to the opportunity of discussing with you the many implications the data hold for our future policy concerning the provision of financial assistance to graduate students in the School of Education.

Respectfully submitted



Hobert W. Burns
Assistant Professor

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FINANCIAL AID FOR GRADUATE ASSISTANCE

I. THE PROBLEM SITUATION

The Background of the Problem

The completion of the transition of "Rutgers University," a privately endowed and controlled institution, into "Rutgers - The State University," the only publicly supported and controlled university in New Jersey, has entailed many difficulties for the schools, colleges, and departments that constitute the University.

Not least among these growing pains were those that appeared when the School of Education, changing from a small school of modest undertaking to a large school with extensive responsibilities, found thrust upon it the task of providing expanded programs, academic and financial, in order to cope with continually increasing enrollments in the graduate division. The scope and size of many of these problems have been noted in the first report of the School's "Blueprint Committee,"¹ and the subject matter of the present report should be viewed as supplemental to the section of the earlier report dealing with the expansion of the graduate program.

The future of the School will be in large measure determined by its distinctive functions, functions that are not and cannot be served by the six state teachers' colleges or the departments of education of the private universities in New Jersey. Chief among these distinctive functions are those involving the various graduate study programs, most especially the preparation of students for, and the awarding of, the doctorate.

Lack of definitive policies concerning the implementation of these distinctive functions has handicapped the qualitative, albeit certainly not the quantitative, growth of graduate programs. One of the major difficulties stunting the qualitative growth of graduate programs is the absence of a clearly stated policy concerning the provision of financial assistance to graduate students. In so far as actual practices define de facto policy, there are as many policies in the School as there are practices -- and, therefore, no policy at all. Without such a policy, and without funds to implement policy, the School will be unable to attract and retain a full-time graduate student body

¹ A Communication from the Faculty, letter from the faculty of the School of Education to President Lewis Webster Jones, March 17th, 1958.

composed primarily of exceptionally well qualified doctoral candidates.

The Statement of the Problem

Many of the current problems of the School have come out of this indeterminate situation, including the particular problem which is the subject of this report: "What should be the policies and practices of the School of Education with regard to the provision of financial support to graduate students?"

The Analysis of the Problem

The problem, as stated above, is normative. It asks, "what ought to be?" It requires an answer not so much of fact as of value. But this is not to divorce fact from value, for matters of fact must enter into the solution. The larger task, however, is the construction of a "what ought to be" out of "what is" and "what can be." Equally important is the determination of the means necessary to convert the desired situation into an actual situation.

In view of the valuational nature of the problem, and of the foregoing analysis which indicated the indivisibility of fact and value, it is possible to identify a general question of fact which must necessarily be answered before the problem of value can be solved: "What are the contemporary policies and practices, with regard to the provision of graduate assistance, of leading teacher education institutions in the United States?" Implicit in this question is the assumption that it would be unwise to design a policy for financial assistance to graduate students without a consideration of the practices of other teacher education institutions, as well as those of the School.

The present report, therefore, is intended to help solve the normative problem by presenting a factual statement of "what is, across the nation," based on an informal survey of institutional provision for graduate assistance. It is designed to provide the School with a body of information that describes the practices of other schools, colleges, and departments of education.

The Specification of the Problem

The meaning of the general question of fact, identified above, can be specified in terms of the following particular questions of fact:

1. What are the enrollments of the institutions composing the sample?
2. What financial assistance is provided to students enrolled in graduate programs of these institutions?
3. What is the relationship of financial assistance to enrollment?

The operational meaning of the general, as well as of each particular, question is spelled out in the questionnaire employed to secure these data (see Appendix One).

II. PROCEDURES

The Method

The specification of the problem into particular questions makes it clear that this is a status study. At this point it would be appropriate to repeat the warning that facts alone do not solve problems. Good, Barr, and Scates say

One may be prompted to ask whether normative-survey data solve problems. To this it must be replied at once that problems of a practical nature are not solved directly by data of any kind. The solution of problems is a distinctly psychological process. Solutions do not lie in data [waiting to be discovered]; they result from thinking with the help of the increased insight which grows out of a study of data.¹

But while facts alone do not solve problems -- and certainly not problems of value -- problems are rarely if ever solved without reliance upon some set of facts. Thus, in order to accumulate a set of data pertinent to the solution of the problem at hand, the decision to use a status study technique was made.

The Sample

The sample was selected by the simple expedient of surveying those institutions identified as "Professional and Technical Schools or Departments Accredited by Nationally Recognized Agencies for Teacher Education" by the United States Department of Health, Education, and Welfare.²

This list identified 291 institutions spread throughout 44 states, the District of Columbia, and Puerto Rico. It was assumed that, for purposes of the survey, this arbitrarily selected sample was representative of the population and would provide data of sufficient quality and quantity.

The United States Office of Education, in this list, did not indicate whether the institutions included offered graduate work, and the nature of the list suggested that some institutions in the sample would not offer programs on the graduate level. There was no easily accessible way to identify these

¹ Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research. New York: Appleton-Century-Crofts, 1941, p. 291.

² Theresa Birch Wilkins, Accredited Higher Institutions (Bulletin 1957, No. 1, Office of Education, Department of Health, Education, and Welfare). Washington: Government Printing Office, 1956, pp. 75-79.

undergraduate institutions, so the entire list was sampled and the returns of those that did not offer graduate programs were set aside.

For reasons of strategy it was decided to categorize the returns in two basic classes: institutions offering work through the masters' level (MEd, AM, MS), and those offering work through the doctorate (MEd, AM, MS, EdS, EdD, PhD). These two classes were further subdivided in terms of total enrollment: those with enrollments under 1500 and those over 1500 (the number 1500 was selected since enrollment in the graduate division of the School during the year 1957-1958 approximated 1500).

For purposes of identification these four classes were defined as follows:

1. "STC's Under": institutions which have an enrollment under 1500 and degree programs not beyond the masters' level.
2. "STC's Over": institutions which have an enrollment over 1500 and degree programs not beyond the masters' level.
3. "Universities Under": institutions which have an enrollment under 1500 and degree programs through the doctorate.
4. "Universities Over": institutions which have an enrollment over 1500 and degree programs through the doctorate.

The following table indicates the composition of the sample from which the data were drawn.

TABLE I

Questionnaires sent out	291
Questionnaires returned	197
STC's Under	11
STC's Over	13
Universities Under	17
Universities Over	16
Discarded (e.g., no graduate program)	<u>140</u>
	197
Questionnaires unreturned	<u>94</u>
	291

The Instrument

The instrument used to gather the data was a one-page questionnaire (see Appendix One) designed to secure information concerning enrollment, graduate degree programs, financial assistance to graduate students, and the criteria used in awarding assistance.

The Treatment of the Data

The data gathered were not submitted to extensive statistical analysis since this step in the solution of the problem required only the identification of central tendencies. There is, however, a recognized danger in the process of subjecting data to treatment only in terms of mean, median, and mode; this danger lies in the fallacious assumption that data are best explained through the criterion of central tendency, when, in point of fact, the significance of a set of data may actually be obscured when measures of central tendency alone are used. Further, when the data are to be applied to the solution of a problem of value -- as is the case in this survey -- it is especially important to avoid what Whitney calls "the fallacy of the median." He says:

The average of any distribution cannot be assumed to represent a satisfactory goal. Possibly the upper quartile point, or even the best practice found [through analysis of data] is far below efficiency.¹

In this respect two points concerning this survey should be borne in mind. First, the employment of measures of central tendency provide for the kinds of descriptions desired, and the use of these measures is therefore justified insofar as they help to make the data gathered intelligible. Second, it would nevertheless be unwise to assume that a description of "what is," based on central tendencies, will include within it a description of "what ought to be" or even "what can be." The probability statement "what can be" and the normative statement "what ought to be" do not necessarily reside in "what is"; rather they can be projections based upon the description of an existing situation, and the School should use the descriptions contained in this report only as background information to assist in the formulation of a policy uniquely suited to Rutgers.

The instrument was designed to secure data in two areas: enrollment and financial assistance; from these it was anticipated that the relationship between the two variables might be determined. Consequently in Part III, to follow, the results will be summarized in those terms. At this point, however, a word about the treatment of the data is in order. In almost all of the institutions sampled the phenomenon of "the part-time student" makes felt its influence, and it is simply not possible to equate in meaning the words "enrollment" and "full-time students." The enrollment of any institution, quite obviously, consists of both full- and part-time students, and the word "enrollment" refers to the number of individuals -- be they full- or part-time students -- registered at an institution. Rather than blur this

¹ Frederick L. Whitney, The Elements of Research. New York: Prentice-Hall, 1950, p. 412.

distinction an attempt has been made to interpret the data in light of it.

By way of example, when summarizing the data concerning enrollments there is no distinction drawn between full- and part-time students inasmuch as, by definition, "enrollment" means all students, regardless of credit-hour status. When the relationship between enrollment and financial aid is presented, however, a distinction is drawn. These procedures are justified since, with regard to enrollment, an institution must provide facilities, staff, and program for every enrollee, be he full- or part-time; in this sense enrollment is an important variable not only in the establishment of graduate assistance programs but in the establishment of all institutional policy. By the same token it seems wise, when identifying the relationship between the number of students and the amount of assistance provided to them, to speak in terms of "equivalent full-time students," a phrase used to designate an enrollment which has been treated so as to incorporate both full- and part-time students into full-time students only.

The establishment of the statistics cited under the designator "EqFTS" involved an arbitrary decision that three part-time students were the equivalent of one full-time student (this 3:1 ratio was suggested by an analysis of credit-hour enrollments at Rutgers which revealed that, as an average, the credit-hour registrations of three part-time students constituted one full-time registration; the validity of this 3:1 ratio was supported by communication with the registrars of Teachers College, Columbia University, and the School of Education, New York University, where it is also the case).

III. RESULTS

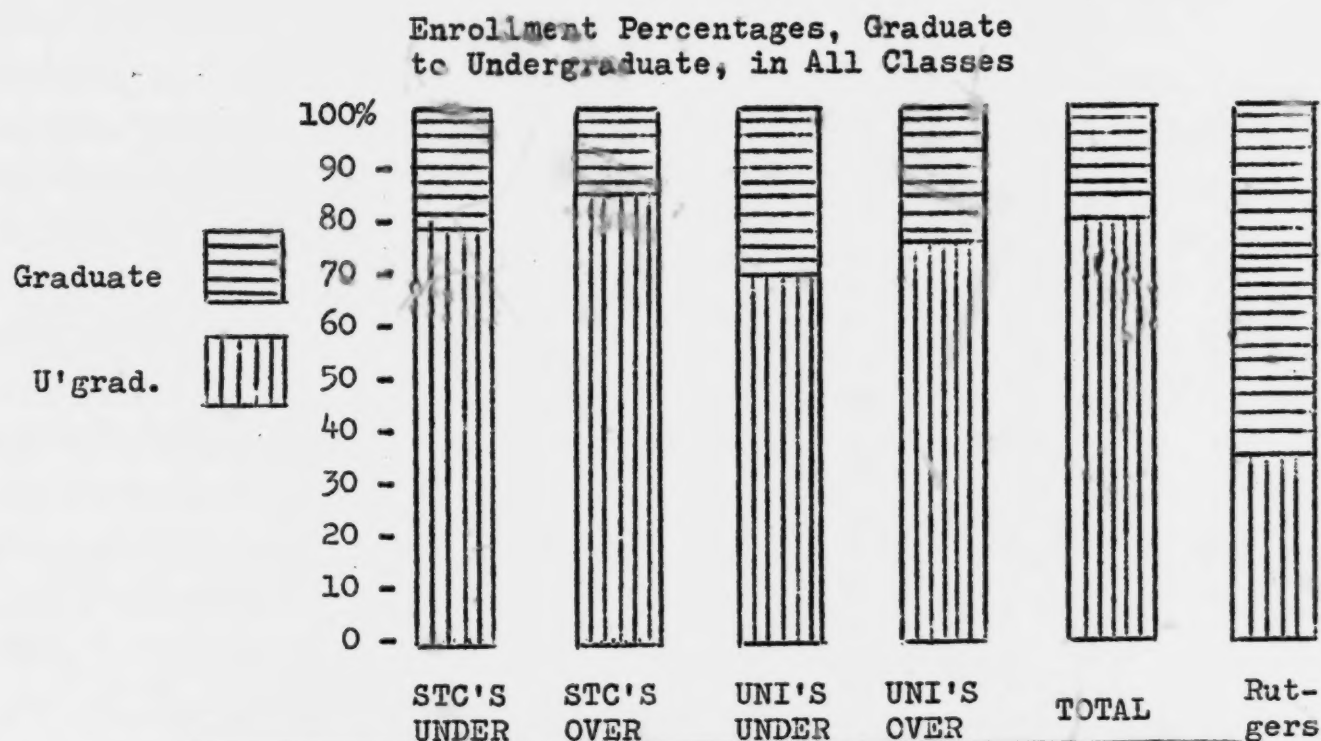
Enrollments

Table II and Chart I indicate the nature of the enrollments in the institutions sampled.

TABLE II
Enrollment Totals

	STC'S UNDER (N=11)	STC'S OVER (N=13)	UNI'S UNDER (N=17)	UNI'S OVER (N=16)	ENTIRE SAMPLE (N=57)	Rutgers
U'grad.	7200	35667	7403	28073	78343	670
Graduate	<u>1841</u>	<u>6674</u>	<u>3257</u>	<u>8193</u>	<u>19965</u>	<u>1448</u>
Total N	9041	42341	10660	36266	98308	2118

CHART I



In terms of the four classes identified in the survey, the School of Education at Rutgers would be classified a "University Over," inasmuch as the enrollment of the School exceeds 1500 and the degrees offered include the MEd, MS, EdS, EdD, and PhD. The distribution of the enrollment in the School, however, shows a marked departure from that of all four classes; where the overwhelming majority of institutions sampled had undergraduate divisions twice again the size the graduate divisions, the School has a graduate enrollment twice as large as the undergraduate enrollment.

A tabulation of the enrollment distribution in teacher education institutions in New Jersey (with the exception of those institutions which do not offer graduate work) indicates that all of these together, with Rutgers, do not differ significantly from the 4:1 undergraduate-to-graduate ratio. These data indicate that, in terms of the sample as well as in terms of the State of New Jersey, the School is distinctively a graduate institution. Table III illustrates that the School is uniquely a graduate institution.

When compared with the "universities under" in the sample, with respect to undergraduate enrollment, the School is slightly over the mean, which is to be expected since Rutgers is a "university over." When compared with the "universities over," or the "universities total," the School is seen to fall considerably below the mean, emphasizing again the fact that as an undergraduate teacher education institution the School is relatively minor. In point of fact, had the School been counted in the sample its undergraduate enrollment would have constituted the low point of the enrollment range for "universities

TABLE III
Enrollment Distribution, Sample v. Rutgers

	Uni's Under (N=16)	Uni's Over (N=17)	All Uni's (N=33)	Rutgers*
<u>U'grad.</u>				
High	1287	3190		
Low	205	810		
Mean	462	1629	2374	670
<u>Grad.</u>				
High	634	1951		
Low	39	100		
Mean	257	689	347	1448
<u>Total</u>				
High	1349	5242		
Low	523	1577		
Mean	888	2590	1422	2118
*Enrollment statistics cited for the School are the 1957-1958 figures.				

over."

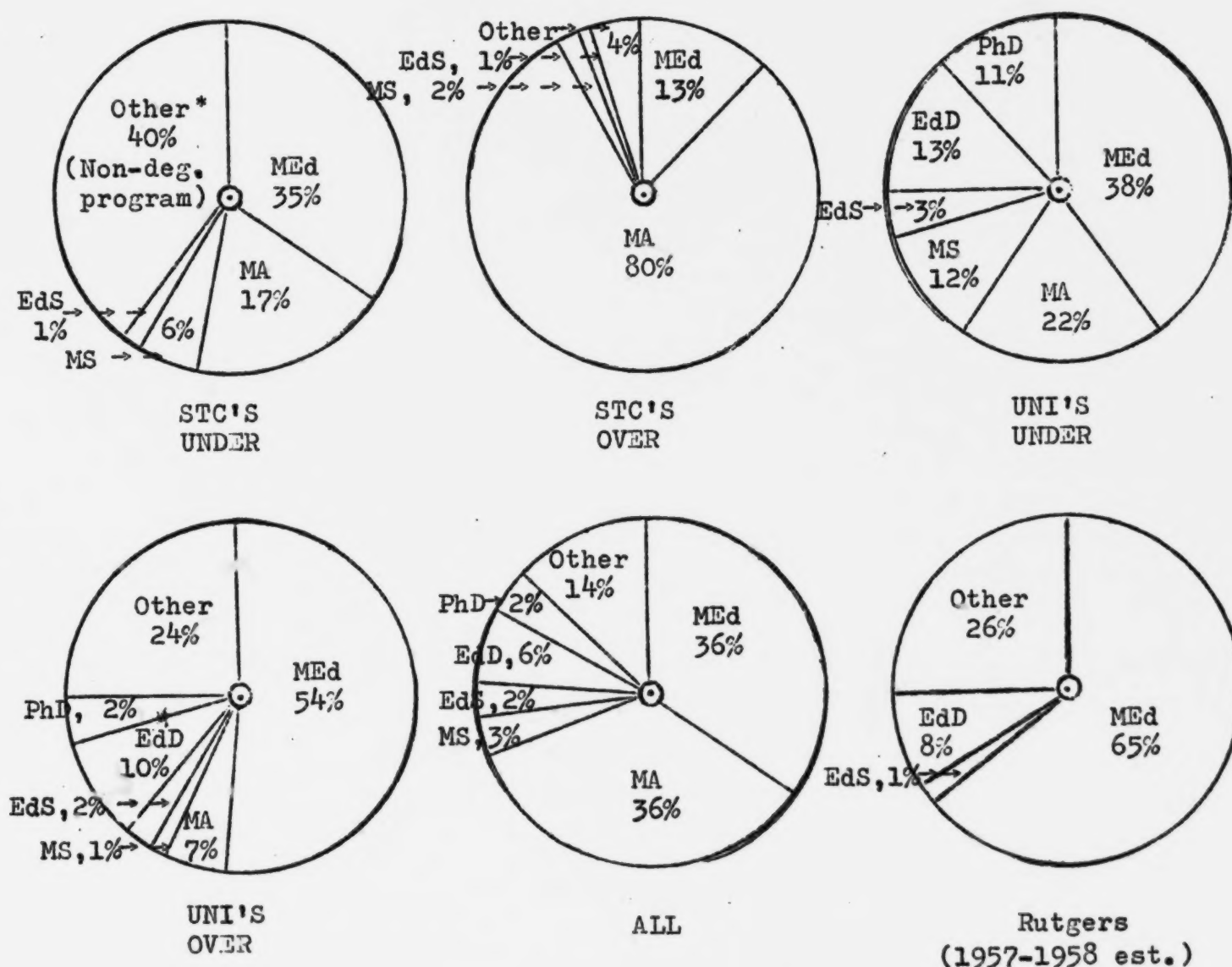
As compared with the statistics for graduate enrollment, the School stands considerably above the mean for "universities over"; had a rank order been graphed it would show that the School stands third (N=18) in total graduate enrollment.

The distinctive graduate function of Rutgers is best illustrated by reference to the totals in Table III. The total enrollment of the School, undergraduate and graduate, stands one-third again as much as the mean total enrollment for "all universities," and only slightly under the mean total enrollment for "universities over." This comparable "total standing" is achieved only because the School's graduate enrollment more than counterbalances its undergraduate enrollment.

The relationship of graduate-to-undergraduate enrollment in the four categories of the sample, as compared with that relationship in the School, is shown in Chart II. This chart again reveals that the School, when compared with other "universities over," has a total enrollment not significantly different from the mean; but the graduate enrollment, again, does differ significantly.

The distribution of these graduate enrollments into graduate degree programs is illustrated in Chart III.

CHART III
Distribution of Graduate Enrollment
into Advanced Degree Programs ¹



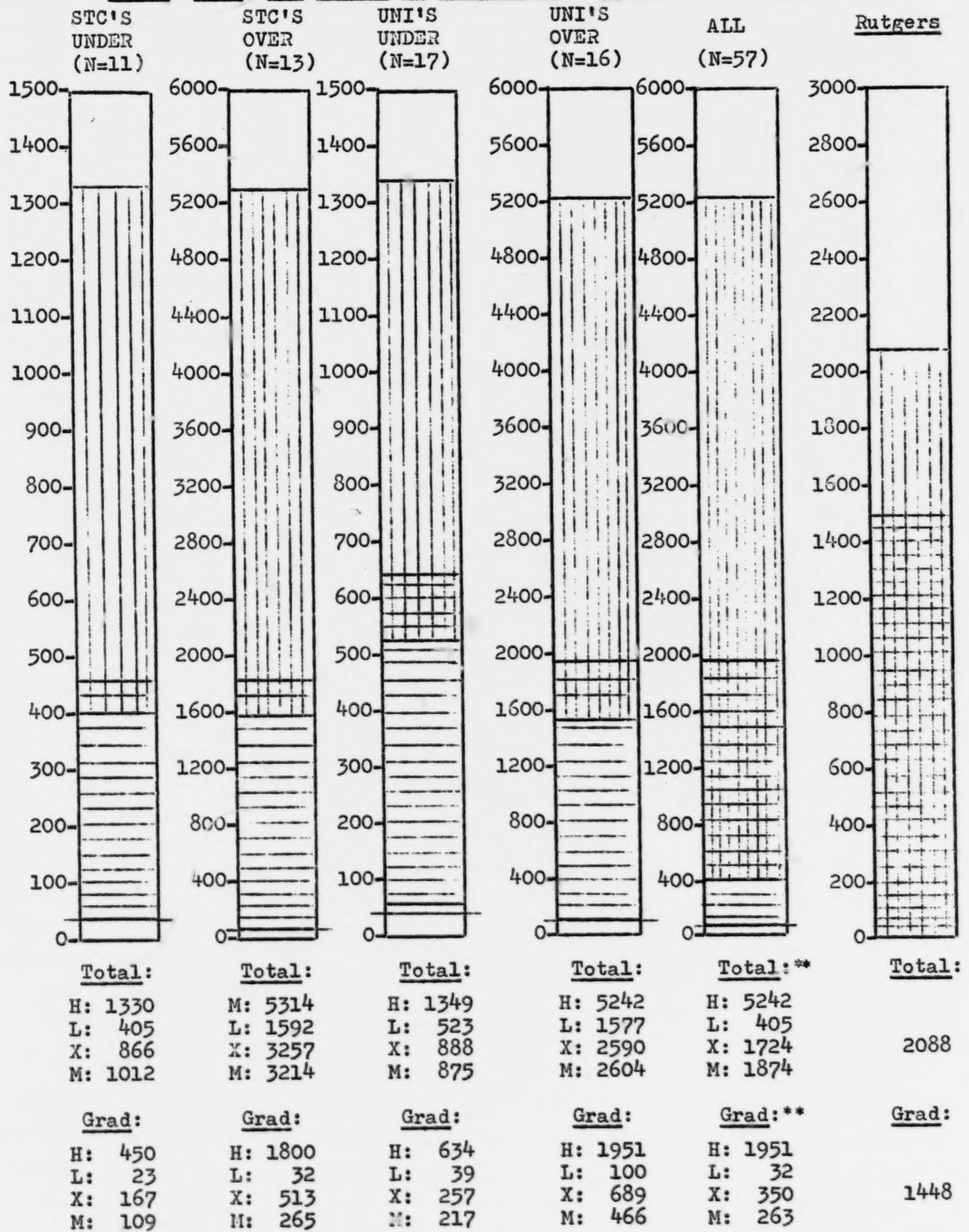
*"Other" includes students in credential programs, special programs, and all students not directly working for a degree.

A comparison of the School with "universities over" reveals that approximately 65% of the total graduate enrollment is at the masters' level (65% for Rutgers, 64% for "universities over"). In this sense the School reflects the graduate enrollment pattern found in the sample. Similarly there are no significant differences to be found in enrollments at the doctoral level. The

¹ There is a discrepancy in the "universities under" sample which is not reflected in Chart III: the total graduate enrollment reported by the 17 institutions is 3257, whereas the number of students reported in graduate degree programs is 4021, leaving a remainder of 764 individuals who are "graduate students" yet not enrolled in any institution.

CHART II

Range, Mean, and Median of Enrollments, Total v. Graduate*



**Sum of the enrollments, total: 98,308
Sum of the enrollments, grad.: 19,965 (N=57)

*Total= 
*Grad.= 

conclusion to be drawn is that, with respect to other universities of similar size and program, Rutgers differs significantly only in the proportionate size of graduate program. The distribution of the graduate enrollment, however, does not vary significantly from the sample. Table IV recaps the pattern of graduate enrollments (excepting "other" or non-degree graduate enrollments).

TABLE IV

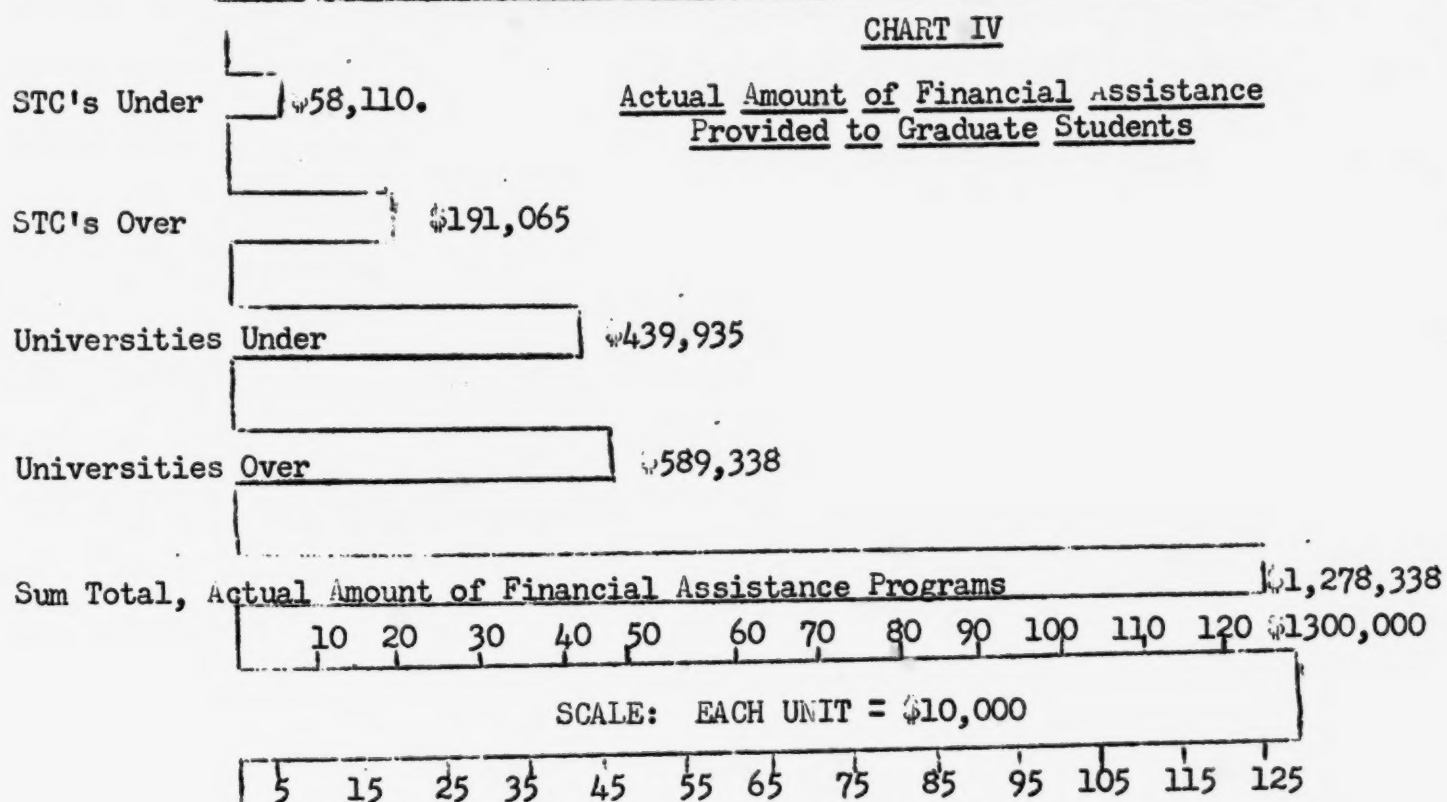
<u>Degree Program</u>	<u>N</u>	<u>%</u>
Masters' level enrollment	15,875	= 88%
MEd	7,589	
MA	7,582	
MS	704	
	15,875	
Specialists' level enrollment	287	= 1%
Doctoral level enrollment	1,865	= 10%
EdD	1,333	
PhD	532	
	1,865	
Sum, degree program graduate enrollment: [N=57]	18,027	=100%

Financial Assistance

The task of securing data concerning financial assistance to graduate students was complicated by the fact of "tuition inclusion." Many institutions award assistantships which include tuition (i.e., a dollar award, plus free tuition); for the most part, however, tuition is not included in the award and the student must use all or part of the award to meet tuition expenses. This fact of "tuition inclusion" made the compilation of data on financial assistance difficult, for tuition rates in the sample varied from \$15 per semester to \$275 per quarter. A \$1000 award, out of which some \$30 in tuition would be subtracted, is handsome enough; but the same award, from which some \$800 might be taken for tuition purposes leaves little enough.

Furthermore the questionnaire was imprecise in that it asked the question "Tuit. Incl?" but did not specify whether the question meant "tuition included in the award" or "tuition included in addition to the award." Accordingly it must be assumed that each respondent interpreted the question in his own way, and it became impossible to determine with any degree of certainty the actual value of many of the awards. However, since the general practice is to require the student to pay tuition out of his award, and since the majority of respondents answered "yes" to the question of tuition inclusion, it was assum-

ed that the awards did not represent the total value of "cash plus free tuition," but merely of "cash." A majority of institutions reporting on the tuition variable noted that "out of state fees" were waived for holders of awards, but not regular tuition fees. Given such diverse practices the tuition variable has been dismissed as incalculable within the scope of this survey. All dollar statistics cited, therefore, are in terms of actual cash value. Chart IV illustrates the amount of assistance provided for graduate



assistance in dollar sums.

It is interesting to note that of the \$1.3 million provided for graduate assistance in the 57 institutions making up the sample, over \$1 million of that sum is provided by "universities." This is to be expected, in terms of degree programs, since (by definition) "STC's" offer degrees only through the Ed. S. degree, while "universities" confer through the doctorate. In terms of enrollment, however, "universities," with 57% of the total enrollment in the sample, provide 78% of the total funds. The conclusion to be reached is that "universities" take it to be necessary, as one of their obligations, to provide financial support to students enrolled in advanced degree programs:

-12a-

"STC's," on the other hand, while perhaps recognizing the need for increased support, have not kept pace -- proportionately -- with "universities."

Charts V and VI show how financial assistance is broken-down in terms of institutions and individuals.

CHART V
Average Size of Graduate Assistance
Program in Each Institution

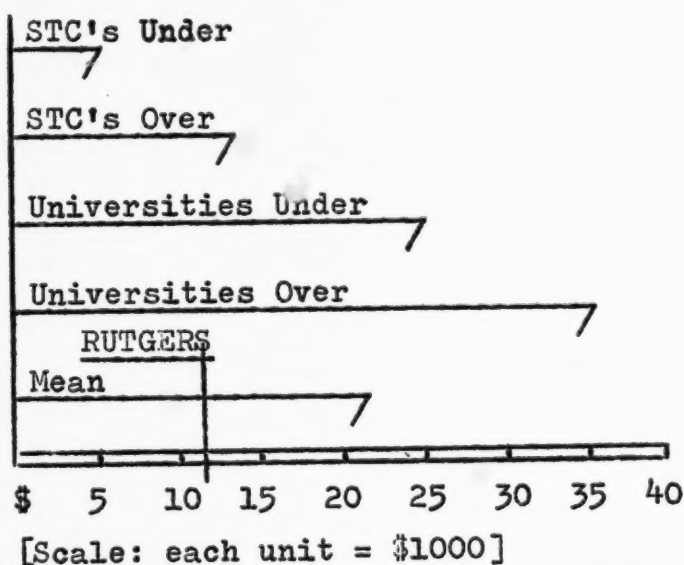
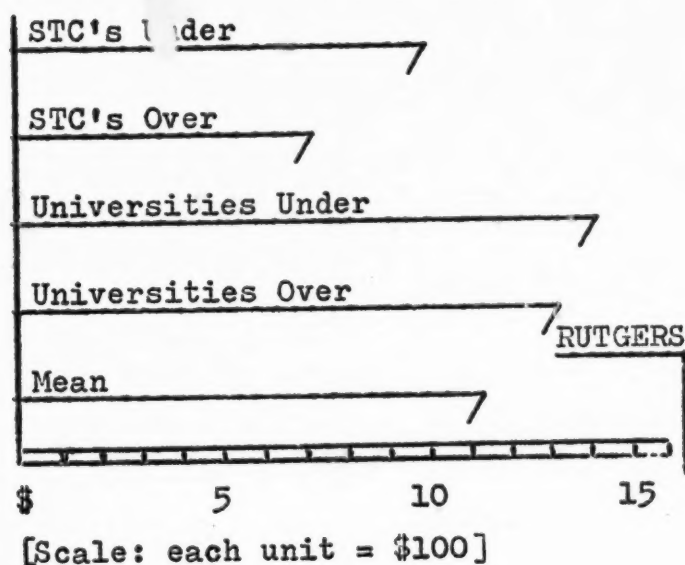


CHART VI
Average Size of Awards to
Graduate Assistants



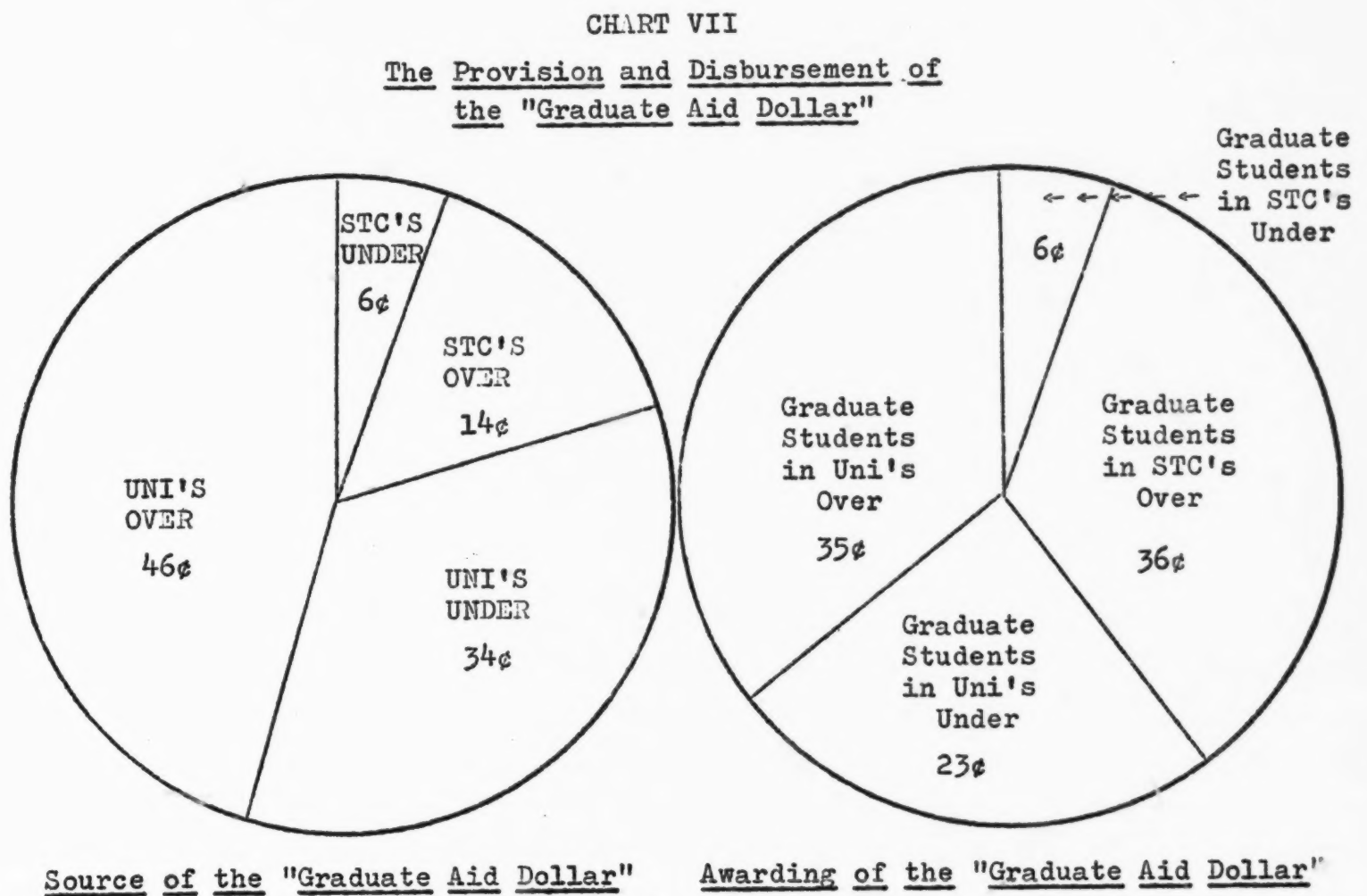
As these charts reveal, institutions equivalent to the School (i.e., "universities over") have an average fund of \$35,000 to provide for graduate assistance; when this average fund is considered in individual terms it is seen that the average award amounts to some \$1350. The School's fund for graduate assistance (based on 1957-1958) amounts to \$10,114, which is less than one-third the amount an average "university over" expends; clearly it is to be concluded that, compared with other institutions, the School's "kitty" for graduate assistance requires sweetening.

The mean size of individual awards in "universities over" is \$1363, whereas Rutgers' mean award amounts to \$1685; the indication here is that although the School may not provide enough awards, those that are provided are sufficient in amount.

To be meaningful, however, the average size of an institutional "kitty" (but not the size of individual awards) needs to be interpreted in the light of graduate enrollment and the number of "equivalent full-time" graduate students. For instance, the average "kitty" of \$35,000 for "universities over" is geared to an average graduate enrollment of 512 (or, an average number of full-time students equivalent to 329); thus it is to be expected that insti-

tutions with enrollments, or "equivalent full-time students," in excess of the mean will have more than \$35,000 for graduate assistance and, conversely, that institutions with a **smaller** number of students will have less.

Chart VII indicates the provision for and the disbursement of "the graduate aid dollar."



The Relation of Aid to Enrollment

For the data presented in Charts IV-VII to be meaningful they must be viewed in relation to enrollment, when enrollment is expressed not as a total number of individuals taking courses but as the number of "equivalent full-time graduate students." In this way the phenomenon of the part-time graduate student is, at least, reduced to a common denominator and comparisons among institutions with varying numbers of full- and part-time students become possible.

Table V shows the relationship of total graduate enrollment to financial assistance, while Table VI shows this relationship in terms of "equivalent full-time students."

TABLE V
Graduate Enrollment as Related
to Graduate Assistance

	<u>No. Graduate Enrollments</u>		<u>No. Graduate Awards</u>		<u>Mean \$ Aid per Graduate Enrollment</u>	<u>Relationship, No. of Awards per 100 Enroll. and Their Mean Value</u>
	<u>Total</u>	<u>Mean</u>	<u>Total</u>	<u>Mean</u>		
STC'S UNDER (N=11)	1841	167	53	5	\$ 31	3 per 100, @ \$1056 ea.
STC'S OVER (N=13)	6674	436	260	20	\$ 29	4 per 100, @ \$ 735 ea.
UNI'S UNDER (N=17)	3257	191	305	18	\$135	10 per 100, @ \$1437 ea.
UNI'S OVER (N=16)	8193	512	442	27	\$ 71	5 per 100, @ \$1363 ea.
TOTAL SAMPLE (N=57)	19965	350	1060	19	\$ 64	5 per 100, @ \$1180 ea.
Rutgers		1448		6	\$ 7	1 per 241, @ \$1685 ea.

TABLE VI
Financial Assistance as Related
to "Equivalent Full-Time Graduate Students"

	<u>No. EqFTGS</u>		<u>No. Awards</u>		<u>Mean \$ Aid per EqFTGS</u>	<u>Relationship, No. of Awards per 100 EqFTGS</u>
	<u>Total</u>	<u>Mean</u>	<u>Total</u>	<u>Mean</u>		
STC'S UNDER	926	84	53	5	\$ 63	6 per 100, @ \$1056 ea.
STC'S OVER	3183	244	260	20	\$ 60	8 per 100, @ \$ 735 ea.
UNI'S UNDER	2148	126	305	18	\$204	14 per 100, @ \$1437 ea.
UNI'S OVER	5278	329	442	27	\$111	8 per 100, @ \$1363 ea.
TOTAL SAMPLE	11535	202	1060	19	\$110	9 per 100, @ \$1180 ea.
Rutgers		558		6	\$ 18	1 per 100, @ \$1685 ea.

The data in Tables V and VI are descriptive the relationship between enrollment and aid, and equivalent full-time students and aid, but it is not to be inferred that these relationships are causal.

As Table VI indicates, "universities over" provide one out of every twelve full-time graduate students with some form of financial assistance; this ratio -- one out of twelve -- holds for the entire sample, as well. Thus, if it is to be assumed that policy is measured in terms of practice, then the predominant policy as revealed by the data is to provide some 10% of full-time graduate students with awards which average, in turn, approximately \$1200.

To review, the survey disclosed the following relationships between full-time enrollment in graduate degree programs and financial assistance to students so enrolled:¹

In "STC's Under" approximately one out of every seventeen full-time graduate students received some form of financial assistance, with the average amount being \$1056 per academic year.

In "STC's Over" approximately one out of twelve full-time graduate students received aid, in an average amount of \$735.

In "Universities Under" approximately one out of seven full-time graduate students received aid, in an average amount of \$1437.

In "Universities Over" approximately one out of twelve full-time students received aid, in an average amount of \$1363.

In the total sample approximately one out of eleven full-time graduate students received aid, in an average amount of \$1180.

IV. CONCLUSIONS

Commentary on the General Problem

It is at once a premise and a conclusion to state that financing graduate study is a major problem, both for the institutions and students involved.

The data collected in this survey reveal that a considerable number of graduate students received some kind of financial assistance during the

¹ When reading the review bear in mind that the phrase "full-time graduate student" means "equivalent full-time graduate student." The number of "equivalent full-time graduate students" in any institution was ascertained by the use of the formula $(N, \text{ Full-time students}) + (\frac{N, \text{ Part-time students}}{3})$.

course of their graduate degree programs, although only a small percentage received the substantial help that comes with the earning of an assistantship. These data, representing the academic year 1957-1958, were not sufficient to permit conclusions to be drawn about the total number of graduate students who have, in the course of their graduate years, received some form of awarded aid, substantial or otherwise. In this respect Edwards¹ reports that a majority of doctoral candidates had received financial assistance from their institutions at some time during the course of their candidacy. The United States Office of Education gives some indication of the magnitude of financial aid to graduate students when it notes that, in 1955-1956, 406 institutions provided \$53,246,939 in assistant- and fellowships to 54,261 graduate students -- an average grant of \$981 per student.²

Strang notes the necessity for graduate assistance programs in these words:

Since the program of graduate study is itself exacting, students are advised to come to the university with sufficient funds to take care of a considerable part of their college expenses. But many students have not received in their previous positions substantial salaries on which to support their growing families or other dependents. Consequently they must depend upon scholarships, fellowships, loans, assistantships, or part-time employment.³

These words are especially appropriate for the public school teacher who wishes to continue his education by pursuing a graduate degree. Unable, by reason of relatively low salary schedules, the public school teacher who aspires to academic improvement is effectively barred from full-time graduate study. Teacher education institutions have therefore become, increasingly, geared to the part-time student taking courses in the late afternoon, evening, and Saturday; rare indeed the teacher education institution with a majority of its students attending school full-time -- even the majority of doctoral candidates are but part-time scholars.

The plight of the public school teacher is further compounded by the fact that, should he want to secure an advanced degree in his subject matter field and not Education, or even to take "keeping-up-with-developments" courses in his subject matter field, more often than not he is unable to take these courses or work for that degree because subject matter departments simply do not schedule courses at times when the "full-time teacher and part-time stu-

¹ Marcia Edwards, Studies in American Graduate Education. New York: Carnegie Foundation, 1944.

² Richard C. Mattingly, Financial Aid for College Students: Graduate (Bulletin 1957, No. 17, Office of Education, U. S. Department of Health, Education, and Welfare). Washington: Government Printing Office, 1957.

³ Ruth Strang, "Personnel Services for Graduate Students in Education," Gradu-

dent" can enroll. (As one by-product of this situation public school teachers who wish to continue their education, or to secure graduate credit-hours in order to improve their standing on the salary schedule, are literally forced to take courses in Education since it is often impossible to take courses in their subject matter -- thus giving rise to the charge of anti-intellectualism or teaching-methodism on the part of subject matter academicians.)

It is widely assumed by faculties in teacher education institutions that students working for advanced degrees should, if at all possible, be full-time students, at least for a part of their candidacy (the majority of catalogues examined indicated that a candidate for the doctorate must be a full-time student "in residence" for one year). The full-time requirement is based on an assumption of quality, that the quality of education is improved if the student attends school full-time. This is an empirical question, and worth testing, but short of empirical verification the assumption seems valid. Consequently if the quality of graduate programs is to be maintained it is necessary to secure a full-time graduate student body of some size, to provide the most promising graduate students with sufficient financial assistance to enable them to devote full-time to their advanced degree programs, most particularly when those students are doctoral candidates.

This assumed relationship between quality of education and full-time study conjoins with data in the survey which indicated that the size of the doctoral program (in a majority of the institutions sampled) is directly related to the size of the graduate assistance program, and leads to the conclusion that the quality of a graduate program is related to the quantity of a financial assistance program.

The data showed that the nature and size of awards for graduate study varied considerably, within given institutions as well as among different institutions in the sample. The modal type of award was the "graduate assistantship," although it should be noted that operational descriptions of the duties of such assistants did not differ significantly from descriptions of the duties of "research assistant," "graduate fellow," or "intern." These awards were for the most part, regardless of nature and amount, awarded primarily on the basis of ability or merit, although in most instances the criterion of merit was judged in terms of departmental appointment and not in terms of competitive examination.

If a consensus existed in the comments provided by the respondents to the

ate Study in Education (50th Yearbook, Part I, National Society for the Study of Education). Chicago: University of Chicago Press, 1951, n. 92.

questionnaire, it was that the ideal type of graduate assistance program should provide the student not only with financial help but also with experience in his chosen field of study. There were several strong comments to the effect that assistantships in the graduate's own department provide invaluable experience (there was also a strong comment to the effect that awards which required the recipient to teach an undergraduate class in his field were immoral, that instruction is the moral obligation of those fully qualified).

In sum, the comments indicated that the most satisfactory type of award is that which is departmentalized, enables the student to pursue his studies full-time (i.e., no necessity for part-time remunerative work outside the department), and in which the candidate works closely with his major professor.

Recommendations for Rutgers

The nature of the general problem, as was noted earlier in this report, is valuational: "What should be the policy of the School with regard to the provision of financial support to graduate students?" In the attempt to answer this question of value, three questions of fact were posed: "What are the enrollments of the institutions composing the sample, especially those similar to Rutgers?", "What financial assistance is provided to students enrolled in advanced degree programs in these institutions?", and "What is the relationship of financial assistance to enrollment?"

Part III of the report provided answers to the three questions of fact, but an answer to the question of value awaits determination. One assumption underlying this survey is that the description of the practices contained in the report will help provide a basis for proposals appropriately suited to the School. Consequently -- even while recognizing the validity of Whitney's warning (supra, p. 5) -- it is possible to make the following recommendations as a basis for discussion from which the School may develop an expanded program of graduate assistance.

Statement of Fact: Institutions ("universities over") with graduate enrollments (mean=512 EqFTGS) and graduate programs (through the doctorate) similar to the School of Education at Rutgers expended an average of \$36,833 to provide financial assistance to an average of 27 graduate students during the academic year 1957-1958. The School, on the other hand, with an enrollment equivalent to 558 full-time graduate students, has expended \$10,114 to provide financial assistance to 6 graduate students during 1957-1958.

Statement of Value: The financial assistance program of the School should not be inferior to the mean of comparable

institutions.

Conclusion: Therefore the School, to be comparable with similar institutions, should expend \$40,003 in order to provide graduate assistance to 29 students.

Recommendation: In order to improve the quality of the graduate program by putting the School on a par with similar institutions, it is recommended that the Dean of the School and a committee to be appointed by him take appropriate steps to insure that a "minimally comparable" program of financial assistance to graduate students (such as the one outlined in Appendix Two) be established.

V. SUMMARY

The transition of the University, and consequently the School, from a relatively small private institution of higher education into a large, multi-purpose State University has necessitated changes in the functions to be served by the University and the School. With the emergence of the School as the only publicly supported teacher education institution in New Jersey offering graduate work through the doctorate many problems have accrued to the School in view of its distinctive function in structure of higher education in the State.

Among the most important of the problems centering around the graduate program of the School are those that have to do with financial assistance for an increasing quantity -- and, it is to be hoped, quality -- of graduate enrollments. The problem, therefore, was normative in nature: "What should be the policy of the School with regard to the provision of financial assistance to graduate students?" In the attempt to solve the problem, it was determined to find out what other institutions, of similar size and program, do to provide financial assistance to graduate students. Using these data as background information it was anticipated that the School might be able to formulate a defensible program of graduate assistance.

The data revealed that institutions comparable to the School have programs of graduate assistance involving five times as many students as does the School's present program, and that these institutions spend over four times as much for graduate assistance as does the School.

The obvious conclusion is that the School's distinctive function lies in its graduate program, but that this distinctive function is not being adequately performed.

The recommendation, therefore (the proposed solution to the initial problem), is that the Dean and the faculty of the School undertake the design and implementation of a program of financial assistance to graduate students

that will, at once, permit the School to serve its distinctive functions adequately and, in so doing, make the School comparable in total graduate program to similar institutions. Such a program is suggested (Appendix Two).

APPENDICES

One: The Questionnaire and Covering Letter

Two: "A 'Minimally Comparable' Program"

Three: A Proposed "Statement of Policy Relative to Readers, Graduate Assistantships and Teaching Assistantships"

RUTGERS • THE STATE UNIVERSITY

SCHOOL OF EDUCATION

NEW BRUNSWICK, NEW JERSEY

January 4th, 1958

To: Executive Officers of Schools, Colleges, and
Departments of Education, Nationally Accred-
ited Teacher Education Institutions

From: Dr. Hobert W. Burns, School of Education,
Rutgers - The State University

Subj: Institutional provision for financial assist-
ance to graduate students

Gentlemen:

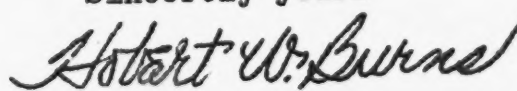
Dr. Henry C. Herge, Dean of the School of Education, has asked me to conduct an informal survey of leading teacher education institutions in order to ascertain policies and practices concerning graduate student assistance.

At the present time we are seeking only general information, the nature of which is made evident by the accompanying questionnaire. Would you be kind enough to complete this form and return it in the enclosed envelope?

If you wish to make additional comments about your graduate assistance program, or enclose pertinent materials, we would be appreciative.

We shall be pleased to inform you of the results of this informal survey, if such is your wish.

Sincerely yours



Hobert W. Burns
Assistant Professor

HWB:dww
enc

GRADUATE ASSISTANCE PROGRAM

1. Name of institution _____ Do you want the report of this survey? _____

2. Enrollment

Number of full time graduate students _____ Number of full time undergraduate students _____
 Number of part time graduate students _____ Number of part time undergraduate students _____

3. Advanced degree programs (do you have, and if so how many students are in, the following programs)

Master of Education	(MEd)	Specialist in Education	(EdS)
Master of Arts in Education	(AM)	Doctor of Education	(EdD)
Master of Science in Education	(MS)	Doctor of Philosophy, in Education	(PhD)

4. Financial assistance to graduate students (number of students, by program, receiving assistance)

MEd	MS	EdD	Other
AM	EdS	PhD	Comments

5. Assistance categories

Title	No. holders on masters' level	No. holders on doctoral level	Occupancy Based Primarily On:				Tuit. Incl.	Duties
			Dep't. App't.	Dep't. Compet.	Need Only	Ability Only	\$ Amt. Rec'd.	
Reader								
Graduate Assistant								
Graduate Fellow								
Research Assistant								
Teaching Assistant								
Scholarship Holder								
Other								

Use other side for all comments

"A 'Minimally Comparable' Program"

Admittedly averages are notorious for what they conceal, rather than reveal, but if the assumption be made that the data of the survey may constitute an arbitrarily defined standard, then the following program is one way to bring the School up to that standard.

First, as a general policy, the School should make one award to a graduate student for every twenty "equivalent full-time graduate students," with this award averaging \$1,400 in amount. This general policy, which is determinative of the total amount to be awarded as well as the number of awards, is geared to enrollment in programs leading to advanced degrees. The following table indicates the source of this general policy.

TABLE VII
Equivalences, "Universities Over"
to the School of Education

<u>Mean No. of</u> <u>EqFTGS</u>	<u>IS TO</u>	<u>Total Graduate Aid</u> <u>Fund, Mean Size</u>	<u>AS</u>	<u>No. EqFTGS,</u> <u>1957-1958</u>	<u>IS TO</u>	<u>Comparable Grad-</u> <u>uate Aid Fund</u>
512	is to	\$36,833	as	558	is to	\$40,003
<u>Mean No. of</u> <u>EqFTGS</u>	<u>IS TO</u>	<u>Mean No. of Awards</u> <u>Per Institution</u>	<u>AS</u>	<u>No. EqFTGS,</u> <u>1957-1958</u>	<u>IS TO</u>	<u>Comparable No.</u> <u>of Awards</u>
512	is to	27, @ \$1,363	as	558	is to	29, @ \$1,379

Second, a graduated movement to "minimally comparable" status can be achieved by including in the 1959-1960 operating budget a sum of \$20,000 to provide assistance to thirteen graduate students, as follows:

<u>No.</u>	<u>Title</u>	<u>Award</u>	<u>Period</u>	<u>Total</u>
5	Reader	\$ 250	Sem.	\$ 2,500
7	Graduate Assistant	\$2000	Year	\$14,000
1	Teaching Assistant	\$3500	Year	\$ 3,500
13		$\bar{X} = \$1538$		\$20,000

Third, a "minimally comparable" program can be achieved by including in the 1960-1961 operating budget a sum of \$40,000 to provide assistance to twenty-nine graduate assistants, at the award-rates and titles identified above. The 1961-1962 operating budget, and budgets thereafter, would include

a sum for graduate assistance by following the general policy as outlined above.

Finally, that with the exception of Reader,¹ these appointments be competitive; and to the end of securing the finest possible candidates for the year 1959-1960, descriptive announcements of the thirteen appointments to be made for the year 1959-1960 be immediately designed and distributed nationally. In this respect the appropriate faculty committee should determine matters of detail (e.g., how many credit-hours may be carried by a graduate assistant).

¹ Readers would be appointed by departments, as Graduate Assistants and Teaching Assistants would be, but where the latter would be full-time students the Readers might be part-time students. All, of course, would be graduate students.

"Statement of Policy Relative to Readers, Graduate Assistantships and Teaching Assistantships"

I. GRADUATE READERSHIPS

- A. Eligibility. Qualified graduate students in good standing who are engaged in carrying out a master's or a doctoral program are eligible for a readership. The reader need not be a full-time student.
- B. Duties. As assigned by his major professor.
- C. Stipend and Fees. The normal stipend is \$250 per semester, payable at the end of each semester. There is no remission of tuition or other fees.

II. GRADUATE ASSISTANTSHIPS

- A. Eligibility. Qualified students who hold at least a bachelor's degree may be appointed to an assistantship.
- B. Duties. The duties of the graduate assistant shall include general services to the department. Only by special arrangement between the chairman of the department and the Dean of the School may a graduate assistant be assigned to teaching duties. The extent of duties assigned shall not prevent him from carrying an average study load not to exceed nine credit-hours during the fall and spring semesters, and not to exceed three credit-hours during the summer semester. The distribution of duties and study may be made over the period of the appointment in any fashion suitable to the requirements of the department and to the student's graduate study program, provided only that the general policy set forth herein is not violated. Normally these requirements will necessitate a minimum period of four semesters to complete a program leading to the master's degree
- C. Stipend and Fees. The normal stipend is \$2000, out of which all University and School fees and tuition must be paid. The stipend is payable in twelve equal installments, one on the 20th of each calendar month following the date on which the assistantship becomes effective. Normally appointments run from July 1 through June 30 of the following year. Payment of these installments ceases on the date the student's appointment is terminated.

III. TEACHING ASSISTANTSHIPS

- A. Eligibility. Qualified graduate students who hold the master's degree, or have attained the equivalent by reason of training or experience, and are engaged in carrying out a program leading to the doctorate are eligible for these assistantships.
- B. Duties. The duties of the teaching assistant are to include teaching responsibilities as determined by the department involved. The extent of such duties are described in Table A, below.
- C. Stipend and Fees. The normal stipend is \$3,500, payable under the same conditions and regulations as those pertaining to the graduate assistant (see paragraph II-C).

TABLE A
Study- and Work-loads for Readers,
Graduate and Teaching Assistants

	<u>Graduate Reader</u>	<u>Graduate Assistant</u>	<u>Teaching Assistant</u>
<u>Work Load</u>	(As assigned by department	33%	66% (6 credit- hours)
<u>Study Load</u>	& professor)	66% (9 credit- hours)	33%